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ABSTRACT

This paper asserts that the shortage of special education teachers has been a national problem since the 1970s. This study sought to identify the factors that contribute to a high attrition rate of teachers and the positives of the teaching profession and to develop recommendations to attract more candidates to preservice teacher education programs. A research instrument of open-ended questions was prepared and sent to researchers' professional contacts in 49 schools in 17 Kentucky counties. Contact persons distributed the instrument to teachers with at least 3 years of experience. A total of 290 (210 regular and 80 special education) elementary, middle, and high school teachers participated. The highest attrition rate was attributed to the Kentucky Commonwealth Accountability Testing System, and the second largest factor cited was the Consolidated planning system. Professional development and low pay ranked third and fourth, and many other factors were identified. The biggest positives were seeing the children learn and grow, having a positive impact on children, and the school calendar (breaks and summer vacations). The three highest rated recommendations to attract more candidates to the profession were salary increase, removal of disruptive students, and reduction of paper work. Attention to these factors may help address the problem of teacher shortage. (SLD)

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A Study To Examine the Problem of Teacher Shortage and Solutions

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ABSTRACT

The shortage of special education teachers has been a national problem since the 1970s. In recent years, schools began to experience shortage of math and science teachers as well. Now the problem has spread to all areas of teaching. Colleges and departments of education are racing to develop and implement alternate teacher certification programs to address the problem.

In special education, emergency certificates have been issued for more than two decades. Yet, the shortage of special education teachers has only grown worse. This researcher was interested in addressing the problem of teacher shortage by reducing teacher attrition and increasing recruitment of candidates in teacher preparation programs.

The purpose of this research was to identify the factors that contribute to a high attrition rate of teachers, the positives of the teaching profession, and recommendations to attract more candidates to preservice teacher education programs. A research instrument consisting of open-ended questions was prepared and was sent to researchers' professional contacts in 49 school buildings in 17 counties of southeastern and central Kentucky. The contact persons were asked to give the instrument to all teachers in their school buildings who had taught for three or more years. The contact persons collected the instruments and returned them to the researcher.

A total of 290 (210 regular and 80 special education) elementary, middle, and high school teachers participated in the study. The researcher tabulated the data and computed the frequencies of responses. The responses were categorized into factors according to their nature, e.g. health insurance, sick leave policy, retirement, etc. were categorized into one factor named benefits.

The highest attrition rate was attributed to Commonwealth Accountability Testing System (CATS), the statewide assessment administered in 4^{th}, 5^{th}, 8^{th}, and 11^{th} grades. The second highest factor was the Consolidated planning. Professional development and low pay ranked third and fourth. Other factors included lack of respect for teachers, students' conduct. excessive committee work, too many administrative duties, etc. The three biggest positives of the profession indicated by the respondents were seeing the students learn and grow, having a positive impact on children, and the school calendar (holidays, breaks, summer vacations, etc.) in order.

The three highest frequency recommendations to attract more candidates to the profession were salary increase, removal of disruptive students, and reduction of paper work. Other recommendations included improving public image, elimination of administrative responsibilities, better health coverage, less emphasis on CATS scores, etc.

Factors identified in the study merit careful consideration. Attention to these factors may address the problem of teacher shortage.

Since the enactment of the Education for All Handicapped Children Act of 1975, which is now know as the Individuals with Disabilities Education Act, the nationwide shortage of special education teachers has been a permanent feature of any report associated with special education personnel. All across the country, individual states have continually tried to address the problem. The most common of all the practices, used in about 75% of the states, to address the problem, has been the issuance of emergency certificates to uncertified teachers.

In the last decade, the country began to experience a shortage of teachers in science and math. Today, the teacher shortage in some parts of the country is no longer limited to special education, science, and math. It has become a general problem. Kentucky is not an exception. For the last five years, the teacher shortage in Kentucky is not limited to special education, math, or science. Each year, a few school districts have not reopened on schedule after the summer break because they are not fully staffed. The shortage is generally attributed to a much larger number of teachers who are retiring each year, a higher rate of attrition, and declining enrollments in teacher education programs at colleges and universities.

The *No Child Left Behind Act of 2001* is backed by one billion dollars of federal funds. Consequently, alternate teacher certification programs today are being developed and implemented overnight. These programs have generated a dialogue among educators about the quality of teachers who have graduated from the traditional programs as opposed to those who are graduating from alternative certification routes.

It is too early to give a definitive judgment about the qualitative differences between the graduates of these two different teacher preparation programs and their impact on students' learning. Available data is too limited to make broad generalizations. However, data is available on the effectiveness of these band aid interventions to remedy the problem of teacher shortage in the country. This data comes from special education which has used the same intervention for the last 25 years.

The state Department of Education in Kentucky began issuing emergency certificates to special education teachers in 1976. The practice was initially adopted for three years. In 2002, after 26 years, the practice continues. In the 1970s the number of special education teachers on emergency certificates was fewer than a hundred. It has grown steadily. Currently, about 1,000 special education teachers in the classrooms have emergency certificates. The number of special education students has not grown. According to the available data, only about 26% of the emergency certified teachers complete their certification programs. The picture at the national level is about the same. About 30,000 special education teachers are currently needed. The alternative certification initiated about 25 years ago has not solved the problem of teacher shortage in special education. It is doubtful that it will do so for teacher shortage in general.

This researcher, therefore, wanted to focus on the recruitment of high school graduates to the teaching profession and the retention of those who are already in the classrooms, in order to address the problem of teacher shortage.

Purpose

This study had two main goals. Firstly, to identify the positives of the teaching profession, as seen by teachers, and seek teachers' recommendations, in order to market the

profession to the high school graduates and attract them to the teaching profession. Secondly, the researcher wanted to identify the factors which are contributing to the high attrition rate of teachers each year. The researcher hoped that if these negatives of the profession are eliminated or at least reduced more students may be recruited in preservice teacher education programs and more teachers may stay in the profession longer.

Collection of Data

The researcher prepared an instrument to collect the data. This instrument consisted of three parts. Part one was a short letter to the respondents requesting their participation and explaining the purpose of the study. Part two of the instrument contained five questions which were intended to collect the respondents' demographic information. The remaining four, open-ended questions, were targeted to collect data pertaining to the goals of this research.

The researcher approached all of her personal contacts in various school buildings in surrounding counties, shared the purpose of the study, and asked whether they would help with data collection in their buildings. Those who responded in the affirmative were sent copies of the instrument, Table 1, to be completed by the teachers in their school buildings. They were asked to give the research instrument to teachers in their school buildings who had taught for three or more years. The completed instruments were collected by the contacts and sent to the researcher. In all, the researcher received 294 responses.

Insert Table 1 about here

Demographics of the respondents

The data were tabulated. Four respondents had less than three years of teaching experience. Their response forms were excluded from the data. The remaining 290 teachers in the study included 210 general and 80 special education teachers from 49 schools in 17 counties of southeastern and central Kentucky, presented in Table 2. Their teaching experience ranged

Insert Table 2 about here

from 3 to 28 plus years as detailed in Table 3. Sixty-six were high school teachers, 96 were teaching at the elementary school level. The remaining 128 were middle school teachers. Their education ranged from doctorate to bachelor degrees as shown in Table 4.

Insert Table 3 and 4 about here

Data Analysis

Teachers' responses to each question were recorded. The language of many responses was almost identical. In many responses the idea was the same; it was expressed a little differently.

Similar responses were grouped together, e.g. responses such as hold students accountable, have discipline within schools, remove disruptive students etc. were counted together under one category which was name discipline.
Frequencies of the ideas of responses were counted for each question to analyze the data.

Forty-one teachers did not respond to question number 6, which asked who was the most influential person in their decision to become teachers. For the remaining 249 respondents, the source of influence was attributed to two primary groups, family members, teachers, and others. The larger group, 122 respondents, attributed their decision to family members (mother, father, parents, aunt, sister, uncle, grand parents, husband, son, and daughter). In this group, mother had the strongest influence, 43 respondents. Aunts, uncles and sisters influenced 28 respondents. Fathers influenced 17 teachers' decision. Parents influenced another 11 teachers. Husband influenced 12 respondents. Grandparents and offspring influenced eight and two respondents respectively. A sibling who had a disability inspired one respondent.

Teachers were the second primary group that influenced the respondents' decision to become teachers. One hundred and one respondents attributed their decision to their teachers. In this group, elementary school teachers were mentioned more frequently. College professors influenced six respondents. Only one respondent was influenced by a school principal. Seventeen respondents made the decision to become teachers on their own. The remaining responses varied from George Washington and Lord Jesus to students in Zaire for a former Peace Corps volunteer.

Fourteen teachers did not respond to question number 7 which asked whether they were considering a career change. Another 22 teachers responded with a "may be" to this question. Of the remaining 254 teachers, 77 or 30.3% responded with a "Yes". Of those who responded negatively to this question, 43 qualified their response by saying that they were close to retirement.

Question number eight was linked to question number seven. It asked the respondents to give their reason(s) for considering a career change. The biggest factor cited by the respondents was associated with the statewide assessment, known as the Commonwealth Accountability Testing System (CATS), 49 respondents. The second largest factor was associated with the Consolidated Planning, 30 respondents. In Kentucky, Consolidated Planning refers to the process of systematically looking at the school district and setting district-wide goals and then developing school-wide plans to achieve the goals of the district. The third reason, cited by 16 respondents was excessive professional development. Eleven respondents gave low pay as their reason to look for another career. Nine respondents mentioned stress as their reason and eight respondents mentioned lack of job satisfaction. Paper work was a reason for seven respondents. It was followed by lack of respect, six respondents. Other reasons included students' behavior, excessive committee work, too many administrative duties, lack of administrative support, too much school politics, irresponsible parents, and lack of money for instructional materials.

Question number nine asked the respondents to write five positives of being a teacher. Not every teacher gave five positives. The biggest factor mentioned by 184 respondents was seeing children learn, grow, "light bulbs go off", etc. For 174 respondents, having a positive impact on children, making a difference, molding lives was a positive. The third largest positive

mentioned by 113 teachers was summer vacations, lots of holidays, fall and spring breaks, school closing for inclement weather, etc. The company of co-workers, opportunity to work with educated colleagues was seen as a positive by 67 respondents. Fifty-two teachers found the school calendar which "coincides" with that of their own children was a positive. Another positive of teaching was serving the community, 50 respondents. Thirty-five teachers felt that working with young children kept them young at heart and energized, invigorated, young spirited, etc. For 34 respondents, seeing former students become successful adults, a thank you note or a visit, and positive feedback from former students was rewarding. To 30 respondents, self-fulfillment, sharing knowledge, serving the future, and self-esteem were the positives. For 27 teachers, interaction with students, seeing the world from a child's eyes, enjoying children's humor, etc. were the positives. For 27 teachers, opportunity to learn and grow, continued education, professional development, intellectual growth, etc. were the positives. Other positives noted by 23 teachers were good benefits, good retirement plan, and good sick leave policy. Job security was seen as a positive by 20 teachers.

Seventeen teachers found independence in your own classroom, being your own boss and showing your creativity in your classroom to be positive. Smiles and hugs from the children were seen as positives by 17 respondents. Twelve teachers mentioned good pay as a positive. Ten teachers found parents' appreciation a positive factor. Challenge, no two days are alike, no two children are alike, etc. were seen as positive by seven teachers. Other positives noted by the respondents were meeting interesting people, having their own kids at the school, free lunch at school every day, support from supervisors, pride in helping someone, and giving back what had been "given to me".

The next question asked the respondents to give their suggestions for making teaching a more attractive career. Salary increase received the highest frequency, 86 respondents. A distant second, 39, pointed to the discipline issue. They suggested removal of disruptive students, holding parents accountable for their children's behavior problems, holding students accountable, etc. Thirty-eight teachers suggested getting rid of paper work (28 regular and 10 special education teachers). Thirty respondents suggested a positive image in the public, respect, appreciation, etc. for teachers. Sixteen teachers wanted the "administrators do their own duties and let the teachers teach". Ten teachers each recommended better health insurance, coverage for dental work, pay for graduate course work, etc. Nine teachers recommended less emphasis on CATS scores and eight teachers believed that smaller class size would make teaching more attractive. Six respondents thought that doing away with KTIP and the KTIP portfolio would make teaching a more attractive profession. Another six recommended higher standards and more accountability of teachers. Other suggestions included employment of only fully certified teachers, respect for teachers' opinion, shared decision making, having teachers "act and dress like professionals," meaningful professional development, low interest rates on loans and discount at local retailers for teachers who stay in the profession for five years, merit pay for teachers rather than a standard salary increase, graduate credit for professional development, higher standards and more accountability, efficiently conducted meetings, doing away with extra duties, etc.

Discussion

According to the data, the single most influential person in influencing the career choice of the respondents was the mother. In some cases the respondents may have come from homes where mothers were single parents. This factor may have affected the frequency of response. When all the responses associated with family members are added together about 49% of the respondents selected teaching as their career on the recommendation of a family member. To further study this variable the researcher informally engaged in a survey of teachers, both males and females, who are currently teaching and have children either in schools or colleges. When asked whether they encourage(d) their offspring to go into teaching, 0.6% responded affirmatively. This is an important finding. Parents who have been the strongest influence are no longer encouraging their offspring to go into teaching.

Teachers, especially the elementary school teachers, were the next group of individuals to influence the respondents in the selection of their career. These findings are consistent with other researchers who concluded, " Teachers ranked second place behind parents as having the most influence on students' career choices – whether by actions or words." (Ward, Wells, & Fernandez, 2001).

In the informal survey of teachers, which the researcher recently did, a large majority of teachers when asked, whether they encourage their students to become teachers remained silent. This is also a significant finding. Teachers who were the second most influential group in recruiting youngsters to the teaching profession are not endorsing it any more.

It is noteworthy to mention that not one respondent in the study mentioned a school counselor as one who influenced their career choice. The researcher informally probed this factor and learned that high school counselors are now assigned to perform administrative responsibilities and conduct psycho-educational assessment for the identification of students with disabilities rather than provide career counseling to students. This is also an important finding because generally, universities depend on school counselors for recruitment.

According to the data, 30.3% of the respondents were considering a career change. A further analysis of these respondents showed that a large majority of these respondents had been in the teaching profession for less than ten years. This finding is similar to what had earlier been found, that teachers were "…leaving the profession in alarming numbers, ranging from one-third to one-half within three years of their first teaching assignment." (TEA,1999; Ingorsoll, 1997). Of those who were not considering a career change 21% were not doing so because they were close to retirement. It is possible that barring this factor some or many of them would also consider a career change. This is an indicator of high turn over rate in the teaching profession; in other words a serious retention problem.

Why do teachers want to leave the profession? According to the responses, for 64% the culprit is the statewide assessment system known as the Commonwealth Accountability Testing system (CATS). In Kentucky, all fourth graders are assessed in science and writing. Fifth graders are assessed in social studies and math. Eighth and eleventh graders are assessed in all subjects. The CATS is the centerpiece of the Kentucky Education Reform Act (1990). It is the accountability system. Based on the CATS scores of students, schools are either rewarded with cash awards or are provided with technical assistance for school improvement.

Since its implementation, statewide assessment in Kentucky has generated several issues. A major issue is with regard to the cash awards. The decision as to how the award money is used is made at each individual school level. In some school buildings, cash awards are distributed among teachers. In others, cash awards are used for instructional materials. Some question the wisdom of cash awards. Another issue is the testing itself. Many parents complain that teachers are only teaching the tests. In the fourth grade, they say that, students learn nothing else except for science. The Writing Portfolio is pushed so hard that students begin to hate writing. Teachers complain about the variety of pressure brought on them by their principals and other administrators to ensure that their students' scores are high on CATS. And, nearly every year there are news reports about cheating during assessment, assistance provided by teachers during assessment, and the high priced item incentives offered by school administrators to the students for doing well on CATS.

This data indicates that a further study is needed to determine whether these teachers do not like being held accountable or they do not like the negative publicity or the other factors associated with CATS. Compared to CATS the Bush administration's No Child Left Behind Act puts much greater emphasis on assessment. Would the increased emphasis on assessment and accountability drive more teachers out of the profession?

Thirty nine percent of the respondents wanted to leave the profession because of Consolidated Planning. Consolidated Planning is a very comprehensive and coordinated process. For teachers in individual school buildings it has been a labor intensive and lengthy process. Teachers have been spending hours in meetings working on these plans. Some teachers believe that school planning is not their responsibility. Others believe that they did not have input in developing district-wide plans and the district plan does not address their individual school's needs. Why should their school's goals be aligned with the district's goals? They do not subscribe to consolidate planning. Many teachers complain that they spend too much time in meetings and it takes time away from instruction and planning for instruction.

Excessive professional development was another cause cited by teachers for their desire to change their career. It is interesting to note that professional development has also been mentioned as one of the positives of being a teacher. Some teachers felt that they had too much professional development while others felt that the continuing professional development was a positive because it kept them growing. Some of the teachers had qualified their response by adding the word "meaningful". It is possible that teachers who have negative feelings toward professional development did not receive meaningful professional development. It is also possible that given the time spent in Consolidated planning and the pressure related to CATS the respondents were over-loaded and felt negative about professional development as well.

Low pay was mentioned by 11 respondents as a causal factor for their desire to change their career. On the other hand, 12 respondents mentioned decent pay, as one of the positives of the teaching profession. As a matter of fact, three of these teachers added "for 180 days of work". Stress and "no job satisfaction" did appear on the list but the frequencies were low, 9 and 8 respectively. Excessive paper work was a causal factor for seven teachers who wanted a career change. Almost half of them were regular education teachers.

Other factors mentioned by the respondents who wanted to change their career included irresponsible parents and students, discipline, administrative duties, and lack of administrative support. The frequencies for these factors ranged from 2 to 4. Surprisingly, discipline or students' conduct was not a major factor for this group of teachers.

The highest frequency positive (184 respondents) of the teaching profession, according to the respondents, was seeing the students learn, making a difference, seeing the light bulbs go off, etc. The second highest positive, (174 respondents) was the opportunity to make a positive impact on children, "molding lives," and being a role model. In fact, several teachers wrote, "I am the only positive role model in the lives of many of my children." The third highest positive mentioned by 113 respondents was the school calendar, summer vacation, holidays, breaks, school closings because of inclement weather, opportunity to be with your own children. Serving your own community was a strong factor. Other factors such as interacting with young people and feeling young, being part of the future, job security, retirement benefits, etc. are strong positives of the teaching profession. Colleges and departments of education can perhaps highlight these factors in their recruitment efforts to attract more students.

The recommendations made by the respondents for making the teaching profession more attractive directly relate to the negatives given by those who were considering a career change. The percentages were considerably higher. For example, 14% of teachers wanted to change their career because of low pay but 29% recommended a salary increase in order to attract more people into the profession. Less than 4% had given discipline as a factor for wanting to change their career but 18% recommended removal of disruptive students and holding students and parents accountable for behavior problems in order to attract more people into the profession. Nine percent wanted to change their career because of excessive paper work and 13% recommended a reduction of paper work in order to attract more people into the profession. Nearly every factor that had been mentioned by teachers who were considering a change in their career was represented in the recommendations to attract more people into the teaching profession. This shows an internal consistency in the data.

Conclusions

Many factors have emerged in this study that appear to be contributing to teacher burnout and teacher shortage. About 30.3% of the respondents in this study were already considering a career change. Another 21% would like to change but had invested too many years in the profession and were close to retirement. This means that more than 50% of the teachers in this study were dissatisfied with their profession. In the opinion of this researcher, this high level of job dissatisfaction is serious and needs to be addressed. The variety of alternative teacher certification programs, which are being instituted, will produce more teachers. But unless factors which are contributing to the high attrition rate of teachers are addressed, the problem of teacher shortage is likely to continue.

In the literature, one suggestions to reduce high attrition is the resiliency training in teacher preparation programs. Resiliency attributes include competence, belonging, usefulness, potency, and optimism." To develop, resiliency preservice programs should provide: "frequent interactions with credible teacher educators; guided and increasingly responsible interactions

with practicing classroom educators; powerful, repeated, and authentic classroom experiences; and high expectations." (Bernshausen and Cunningham (2001). According to Bernshausen and Cunningham (2001), "Resiliency development must become a major goal of preservice programs.

In this study, CATS, has emerged as the biggest factor responsible for teacher burn out. Assessment and accountability are perhaps here to stay. But is it the accountability itself or some other factors associated with CATS that are contributing to teacher burnout? The entire CATS process needs to be further studied to identify the specific complaints of teachers with regard to CATS. And, necessary steps need to be taken to address those complaints. Teacher quality may be a very important variable in this investigation.

Consolidated Planning emerged as the second factor contributing to teacher burnout. The recommendations made by respondents to make teaching an attractive profession include efficiently conducted meetings, shared decision making, doing away with extra duties, getting rid of paper work, "let administrators do their own work" etc. may be related to Consolidated Planning. Consolidated Planning needs to be further studied to identify the specific complaints associated with it and appropriate measures need to be taken to address the problems. Bolich (2001) states, "New teachers tend to leave because of such factors as inadequate preservice preparation; difficult work place conditions, lack of support and guidance and placement in difficult assignments." School administrators should be cognizant of these factors. Carefully selected responsibilities with supports and mentoring are necessary to retain new teachers.

The public image of the teaching profession appears to be another factor contributing to teachers' dissatisfaction. Ten percent of the respondents mentioned it as a recommendation. Other recommendations such as "higher standards," "more accountability," "employment of only fully certified teachers," "respect for teachers' opinion," "respect for teachers," "having teachers act and dress like professionals," etc. may be associated with this factor. The National Education Association (NEA) has occasionally advertised positive images of teachers. A strong public relation effort may help improve the public image of the teaching profession.

Public image is also a function of teacher quality. A survey of the high achieving Indiana high school students showed that only "half of the students had ever considered becoming a teacher, and only 3 of the 75 identified teaching as a specific career goal." (Dickerson, Robert C. 2001).

The public image needs to also be developed from within the profession itself. Practices such as "pajama day" (a day when students and teachers come to school in their pajamas) regularly held in elementary, middle, and high schools across counties in Kentucky needs to be examined seriously. Practices like these may convey the message that school is fun and education is fun but they may not help with the public image of schools and education. Institutions of higher education preparing teachers also have the responsibility of creating and maintaining a professional environment to serve as models of professional image. These measures would perhaps create a better public image of the teaching profession and in turn help with recruitment.

Given the fact that parents and teachers are no longer the highest recruiters of high school students to the teaching profession colleges of education cannot afford to be passive and expect

to fill out their education courses and classes. Aggressive recruitment of high quality future teachers is necessary. Involvement of teacher education faculty in these recruitment efforts is critical in strengthening the professionalism of the teaching profession. Presentations made by preservice students promoting the teaching profession can be effectively utilized for recruitment. The future teachers clubs are a step in the right direction.

The strongest positives of the profession, according to the respondents, are the joy of seeing children learn and grow, the satisfaction of having an impact and making a difference in the lives of children, being a part of the future, school calendar full of vacations, breaks, and holidays, schedule that complements the schedules of one's own children, and building one's own community. These days, good benefits and job security are also very important factors. Universities and colleges of education should capitalize on these strong positives of the teaching profession in marketing the teaching profession and in their recruitment efforts.

To attract more individuals to the profession, the respondents' strongest recommendation was an increase in teachers' salary. Low pay was not the highest factor causing teachers to consider a career change. In fact, it was also mentioned as one of the positives. Some teachers suggested merit pay and accountability. North Carolina has linked teacher salaries with teacher standards. By improving teacher quality North Carolina has eliminated its teacher shortage (Darling-Hammond, L. 2000).

A well designed and thoughtfully constructed package of professional standards, incentives, improved working conditions, strong mentoring, and high expectations bear promise to solve the problem of teacher shortage.

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Table 1 – Research Instrument

Dear Colleague,

As you all know, there is a shortage of teachers. The number of people selecting teaching as a career/profession has been declining steadily. In order to attract more people to teaching perhaps we need to do a better job of marketing the teaching profession. I am doing a study to identify the positive things about teaching we can use to market our profession in order to attract more people to it. I need your help in collecting this information. You can do so by completing and returning this instrument to me. I would like to compile the information, develop it in a paper, present it at different conferences, and would try to publish it. I hope that the wide circulation of this information would help the appropriate people in our state and nation in better marketing our profession. And, I hope that my effort would result in addressing the problem of teacher shortage. Please note that no personally identifiable information is requested in this instrument and the information you provide is anonymous and will be treated confidentially. Thank you very much for your cooperation.

Sincerely,

Qaisar Sultana, Professor

EKU

1. Name of the county in which you are employed_____
2. Total number of years you have been a teacher_____
3. Highest degree or teaching certificate you currently hold_____
4. Do you teach in elementary school, Middle school, or High school? _____
5. Are you currently a special education or a regular education teacher?_____
6. Who was the most influential person, (e.g., mother, father, other family member, teacher, etc.) in your decision to become a teacher? _____
7. Are you considering a career change in the near future? Please respond with a Yes or No_____
8. If your answer above is a 'yes' would you please share your reason (s)) for it.
9. Please write, in no more than one sentence each, **five most positive things** that you have experienced as a teacher or that you can say about teaching as a career.

a._____

b._____

c._____

d._____

e._____

10. Please give me your suggestion(s) to make teaching a more attractive career.

Thank you again. We appreciate your help in collecting this valuable information.

Table 2. Number of Teachers by their Counties

Name of County	# of Regular Ed. Teachers	# of Special Ed. Teachers	Total # of Teachers
Boyle	7	3	10
Casey	8	4	12
Clark	6	4	10
Clay	12	3	15
Fayette	27	9	36
Garrard	8	7	15
Grayson	7	0	7
Jessamine	11	4	15
Laurel	15	5	20
Lee	10	3	13
Lincoln	4	3	7
Madison	41	12	53
Menifee	6	3	9
Mercer	5	1	6
Pulaski	27	15	42
Wayne	8	2	10
Woodford	8	2	10

Table 3. Number of Teachers by Years of Teaching Experience

3 to 7 years	8 to 12 years	13 to 17 Years	18 to 22 Years	23 to 27 Years	28 plus
34	89	71	51	39	6

Table 4. Number of Teachers by level of Education

Bachelor	Rank II	Master	Rank I	Ed. S.	Ed. D.
37	42	111	97	1	2

Note: Rank II is 32 credit hours past a bachelor degree.
Rank I is either 62 credit hours past a bachelor or 30 credit hours past a master degree.

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